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# ‘THERE IS A PLACE FOR EVERYBODY’

## Circle Dance Promoting Well-Being

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**Circle dance**, which derives from the tradition of folk dances, is a popular form of dance and is practised worldwide<sup>1</sup>. The integration and inclusion of the participants is fundamental to circle dance, which is, hence, a shared occupation. Self-expression is not the primary aim and the process of learning movements and positions takes place within a social and cultural context<sup>2</sup>. The participants hold hands in a circle and repeat a pattern of steps, following the rhythm dictated by the music and related to specific dances<sup>1</sup>.

### Research Design

The research was part of a larger doctoral study to understand the occupational experience of people who engage in circle dance, outside the context of the health care system<sup>1</sup>. A constructivist approach to grounded theory<sup>3,4</sup> was applied. In-depth interviews with 39 participants, teachers and coordinators of teacher training programmes from the circle dance network in the UK were undertaken, following ethical approval<sup>5</sup>.

### Conclusion

Incorporating diversity refers to the fact that circle dance was perceived as a non-competitive form of dance available to a range of people. Referring to circle dance teaching as a way to embrace ‘people of all abilities’, a teacher acknowledged that the **sense of community**, derived from engagement in circle dance, could be generated whatever an ‘individual’s prowess with the dance’ might be. Active involvement with circle dance appeared to open up possibilities for the respondents, creating new pathways and even new careers in their lives.

The notion of inclusiveness derived from the idea of exploring possibilities and providing opportunities for all people to create meaning and purpose throughout their ‘circle dance journey’. As a shared occupation, circle dance appears to foster a sense of community and a sense of togetherness. This study shows that inclusiveness, acceptance and full participation appeared to be constellated in the practice of circle dance.<sup>5</sup>

### Findings

The core category ‘*There is a place for everybody*’ represents the intersection of the 3 major categories, the culmination of the perspectives of the participants, teachers and coordinators. It reflects the diversity of practices and experiences in circle dance and elaborates the idea of **inclusiveness**.<sup>5</sup>

“*There is a place for everybody*”

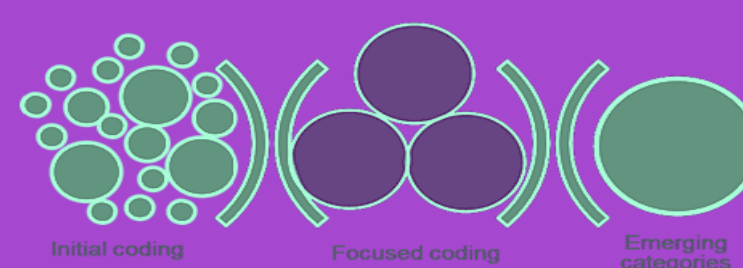
Circle dance incorporating **diversity**

Circle dance creating **possibilities**

Figure 2 The core category<sup>5</sup>

### Process Coding

Figure 1 Process of coding<sup>5</sup>



#### Analytical process

1. Initial coding (line-by-line) of the first set of interviews;
2. Focused coding of the second set of interviews;
3. Developing the emerging categories into conceptual categories through theoretical sampling;
4. Integrating the categories (3 major + 1 core) and their sub-categories into a coherent process<sup>5</sup>.

### References

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